

***AGRICULTURE MECHANICAL
ENGINEERING TECHNOLOGY
STRUCTURAL SYSTEMS
STANDARDS***



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Nevada Department of Education
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AGRICULTURE AND NATURAL RESOURCES

Program Requirements

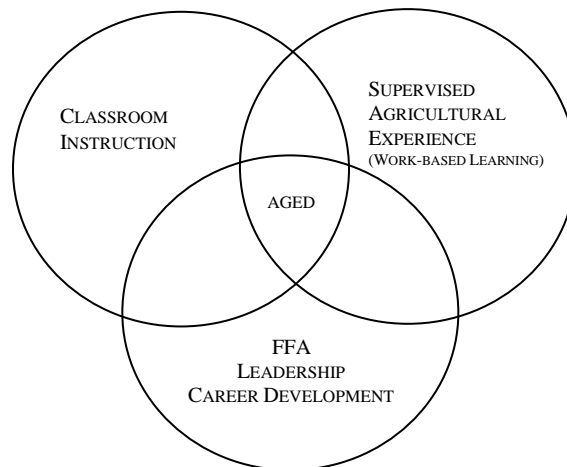
Occupations associated with agriculture production, natural resources, processing and distribution of food and fiber are important to the national interests and provide significant employment opportunities. Occupational education and training in agriculture and agri-business are essential to the continued economic health of Nevada and the nation, as it provides the needed competent and trained work force.

Agriculture education provides high school students with technical and specialized knowledge in production agriculture and natural resources as well as other specific agriculture occupations. The programs are designed to meet students' occupational objectives, interests, and abilities for entry into chosen occupations and can prepare them for advanced education and training. Agriculture education is a coordinated program of group and individual instructional activities consisting of classroom instruction, laboratory experiences, and leadership development. Integral to these activities are FFA (leadership development) and Supervised Agricultural Experience (work-based learning), Nevada Revised Statute 385.110. Federal/Public law#105-225 which was passed in August, 1998, states "Congress of the United States, recognizes the importance of the FFA as an integral part of the program of Vocational Agriculture." All students enrolled in Agriculture Education will be recognized as members of the FFA organization. All secondary agriculture education programs and school districts will purchase a curriculum packet consisting of the New Horizons agriculture career and technical magazine, the FFA manual, and the Nevada Record Book on a yearly basis for every student enrolled in agriculture education in their program. Areas of study at the secondary level are divided into Agriculture Science and Specialized Advanced Agriculture Career and Technical Areas.

Agriculture and Society, Plant and Soil Science, Agriculture Mechanical Engineering and Technology, Animal Science, Leadership/FFA, Agriculture Business, Sales, Marketing and Supervised Agricultural Experience, Natural Resources, and Employability are included in the Agriculture Science introduction division.

Instruction in business/specialized agriculture provides training in specific occupational skills, duties, and tasks, as determined by the business and industry needs. Specialized career and technical agriculture programs will include, but are not limited to, the following: ornamental horticulture, floriculture design, turf and landscape management, equine science and technology, forestry technology, wildlife management and enforcement, food science and processing, feedlot management, animal science, veterinary science, agriculture power systems, natural resources and reclamation, mining science and operations, nursery and greenhouse management, landscape architecture, irrigation and chemical management, lawn care and maintenance, and agriculture construction.

NEVADA AGRICULTURE EDUCATION Model of Instruction



INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Agriculture Mechanical Engineering Technology (Ag MET) Structural Systems program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

The Ag MET Structural Systems Standards Writing Team determined that any statewide skill standards for Ag MET Structural Systems programs must follow, as closely as possible, nationally-recognized standards. Many resources were considered and evaluated including Agriculture, Food and Natural Resources standards. The standards were industry-validated through the coordination of industry representatives and the Office of Career, Technical, and Adult Education at the Nevada Department of Education.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Ag MET Structural Systems program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

CONTENT STANDARD 1.0 : DEMONSTRATE GENERAL SHOP SAFETY PROCEDURES**PERFORMANCE STANDARD 1.1 : UNDERSTAND PERSONAL AND GROUP SAFETY**

- | | |
|-------|---|
| 1.1.1 | Demonstrate personal safety precautions in an agricultural mechanics environment |
| 1.1.2 | Describe group safety precautions in an agricultural mechanics environment, including lock out/tag out procedures |
| 1.1.3 | Identify safe and unsafe working conditions in the agricultural mechanics environment |
| 1.1.4 | Distinguish between the different types of fires |
| 1.1.5 | Classify the three components of the fire triangle |
| 1.1.6 | Describe the different types of fire extinguishers |
| 1.1.7 | Demonstrate appropriate fire extinguisher use |
| 1.1.8 | Identify general shop housekeeping procedures |

CONTENT STANDARD 2.0 : DEMONSTRATE SAFE AND PROPER WELDING PROCEDURES**PERFORMANCE STANDARD 2.1 : DEMONSTRATE SAFE AND PROPER TECHNIQUES IN OXY/FUEL CUTTING (OFC)**

- | | |
|-------|---|
| 2.1.1 | Demonstrate proper safety practices while operating all welding and cutting equipment |
| 2.1.2 | Select appropriate welding and cutting tips for specific applications |
| 2.1.3 | Properly assemble oxy/fuel apparatus |
| 2.1.4 | Properly diagnose equipment failure |
| 2.1.5 | Properly cut mild steel to specification |

PERFORMANCE STANDARD 2.2 : DEMONSTRATE SAFE AND PROPER TECHNIQUES IN SHIELDED METAL ARC WELDING (SMAW)

- | | |
|-------|--|
| 2.2.1 | Demonstrate proper safety practices while operating all welding and cutting equipment |
| 2.2.2 | Select appropriate electrodes for specific applications |
| 2.2.3 | Properly adjust SMAW apparatus |
| 2.2.4 | Properly diagnose equipment failure |
| 2.2.5 | Produce three AWS standard welds in the flat and horizontal position |
| 2.2.6 | Identify welding electrodes using AWS electrode classification system |
| 2.2.7 | Determine the correct shade of lens used for a given application and type of welding process |

CONTENT STANDARD 3.0 : UNDERSTAND THE PRINCIPLES OF ELECTRICITY IN AGRICULTURE**PERFORMANCE STANDARD 3.1 : UNDERSTAND PRINCIPLES AND THEORIES OF ELECTRICITY**

- | | |
|-------|---|
| 3.1.1 | Describe proper safety practices applicable to agricultural electrification |
| 3.1.2 | Describe the principles of generation, transmission and distribution of electricity |
| 3.1.3 | Calculate voltage, current, and resistance using Ohm's Law |
| 3.1.4 | Differentiate between alternating and direct current |

PERFORMANCE STANDARD 3.2 : APPLY THE PRINCIPLES AND THEORIES OF ELECTRICAL CIRCUITS

- | | |
|-------|--|
| 3.2.1 | Describe the application of conductive and non-conductive electrical wiring components |
| 3.2.2 | Determine the proper conductor for specific applications |
| 3.2.3 | Explain the function of circuit breakers and over-current protection devices |
| 3.2.4 | Explain the function and importance of grounding in electrical circuits |
| 3.2.5 | Draw and label residential electrical circuits |
| 3.2.6 | Design and build residential wiring circuits |
| 3.2.7 | Use the multimeter to measure voltage, current and resistance |

**CONTENT STANDARD 4.0 : UNDERSTAND WATER AND WASTEWATER
MANAGEMENT IN AGRICULTURAL AND INDUSTRIAL
SETTINGS****PERFORMANCE STANDARD 4.1 : DEMONSTRATE SAFE PRACTICES AND PROCEDURES IN
AGRICULTURAL AND INDUSTRIAL WATER MANAGEMENT**

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|-------|---|
| 4.1.1 | Explain the role of water use, management and conservation in the agricultural industry |
| 4.1.2 | Select and use safety equipment appropriate to working conditions |

CONTENT STANDARD 5.0 : UNDERSTAND THE PRINCIPLES AND APPLICATIONS IN AGRICULTURAL CONSTRUCTION
PERFORMANCE STANDARD 5.1 : DEMONSTRATE PRACTICES, APPLICATIONS AND PROCEDURES OF CONCRETE IN AGRICULTURAL CONSTRUCTION

- | | |
|-------|--|
| 5.1.1 | Use safe practices while building with concrete, including tools and equipment |
| 5.1.2 | Explain the relationship between coarse and fine aggregates and cement in a concrete mix |
| 5.1.3 | Calculate the correct volume of concrete required for a specific application |
| 5.1.4 | Construct forms needed to meet the project requirements |
| 5.1.5 | Select and apply the materials and installation procedures required to reinforce concrete to meet project requirements |
| 5.1.6 | Properly prepare site for application of concrete |

PERFORMANCE STANDARD 5.2 : DEMONSTRATE PRACTICES, APPLICATIONS AND PROCEDURES OF FENCING IN AGRICULTURAL CONSTRUCTION

- | | |
|-------|---|
| 5.2.1 | Demonstrate safe practices and procedures while constructing agricultural and industrial fencing |
| 5.2.2 | Explain the types and functions of various fencing materials available to meet the requirements of the different agricultural fencing needs |
| 5.2.3 | Follow a plan to meet the specific needs of the fencing project |
| 5.2.4 | Select and install the proper type and quantity of materials needed to complete the fencing project |

PERFORMANCE STANDARD 5.3 : DEMONSTRATE PRACTICES, APPLICATIONS AND PROCEDURES OF DRAFTING IN AGRICULTURAL CONSTRUCTION

- | | |
|-------|--|
| 5.3.1 | Differentiate between the various plans used in construction projects (blueprints, shop plans and wiring schematics) |
| 5.3.2 | Draw basic plans using proper drafting techniques |
| 5.3.3 | Develop a bill of materials from a selected set of plans |

PERFORMANCE STANDARD 5.4 : DEMONSTRATE PRACTICES, APPLICATIONS AND PROCEDURES ASSOCIATED WITH THE CONSTRUCTION OF AGRICULTURAL BUILDINGS

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|-------|---|
| 5.4.1 | Demonstrate safety procedures required while working on a building construction site, including personal safety, hand and power tools and equipment |
| 5.4.2 | Select appropriate design, type and materials to meet the building needs while considering building use, environment and budget |
| 5.4.3 | Develop a routine building maintenance and repair schedule for a given agricultural structure |

PERFORMANCE STANDARD 5.5 : UNDERSTANDING APPLICATIONS OF COPPER PIPE

- | | |
|-------|---|
| 5.5.1 | Select copper tubing and fittings for a project |
| 5.5.2 | Demonstrate how to join copper tubing with solder, flare fittings, and compression fittings |

PERFORMANCE STANDARD 5.6 : UNDERSTANDING APPLICATIONS OF PLASTIC PIPE

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|-------|--|
| 5.6.1 | Select plastic pipe and fittings for a project |
| 5.6.2 | Demonstrate how to measure, mark, cut, and join plastic pipe |

PERFORMANCE STANDARD 5.7 : UNDERSTANDING SURVEYING TECHNIQUES

- | | |
|-------|--|
| 5.7.1 | Identify the systems of land measurement and legal description used in the United States |
| 5.7.2 | Explain the proper use of the tripod level |
| 5.7.3 | Explain the proper way to read a leveling rod |
| 5.7.4 | Complete the steps involved in completing a profile survey exercise |

CONTENT STANDARD 6.0 : UNDERSTAND PRINCIPLES AND APPLICATIONS OF SINGLE AND MULTIPLE CYLINDER ENGINES**PERFORMANCE STANDARD 6.1 : DEMONSTRATE SAFE PRACTICES AND PROCEDURES OF THE OPERATION, MAINTENANCE AND REPAIR OF SMALL GAS ENGINES AND EQUIPMENT**

- | | |
|-------|---|
| 6.1.1 | Describe personal and environmental safety practices associated with the operation, maintenance and repair of small gas engines and equipment |
| 6.1.2 | Describe personal and environmental safety practices associated with the operation, maintenance and repair of gas and diesel power as applied to agricultural equipment |

PERFORMANCE STANDARD 6.2 : DEMONSTRATE A WORKING KNOWLEDGE OF THE ESSENTIAL ENGINE OPERATING SYSTEMS

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|-------|--|
| 6.2.1 | Classify small gas engines according to ignition, fuel, cooling, lubrication and compression systems |
| 6.2.2 | Explain functions of ignition, fuel, cooling, lubrication and compression systems and their interrelationships |

PERFORMANCE STANDARD 6.3 : RECOGNIZE APPROPRIATE POWER ATTACHMENTS AND THEIR APPLICATIONS

- | | |
|-------|---|
| 6.3.1 | List and describe appropriate uses and applications of small engine attachments |
| 6.3.2 | Explain the various methods of connecting attachments to small engines |

CONTENT STANDARD 7.0 : DEMONSTRATE BASIC SKILLS IN OPERATION, MAINTENANCE AND REPAIR OF AGRICULTURAL MACHINERY**PERFORMANCE STANDARD 7.1 : DEMONSTRATE SAFE PRACTICES AND PROCEDURES OF OPERATION, MAINTENANCE AND REPAIR OF AGRICULTURAL MACHINERY AND EQUIPMENT**

- | | |
|-------|---|
| 7.1.1 | Demonstrate the safety practices and procedures that must be practiced when working with agricultural machinery |
| 7.1.2 | Classify agricultural machinery according to function, type, and style |
| 7.1.3 | Explain the importance of preventive maintenance programs and keeping accurate maintenance records |
| 7.1.4 | Prepare an applicable piece of equipment for storage |
| 7.1.5 | Determine the cost of routine equipment maintenance |
| 7.1.6 | Repair common failures relating to agricultural machinery by utilizing repair and parts manuals |
| 7.1.7 | Perform manufacturer's recommended pre-operation safety inspection |

CONTENT STANDARD 8.0 : IDENTIFY AND DEMONSTRATE THE PROPER USE OF AGRICULTURAL HAND AND POWER TOOLS**PERFORMANCE STANDARD 8.1 : IDENTIFY GENERAL SHOP HAND AND POWER TOOLS**

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|-------|---|
| 8.1.1 | Identify and explain the safe and proper use of shop hand and power tools |
|-------|---|

PERFORMANCE STANDARD 8.2 : DEMONSTRATE APPROPRIATE PROCEDURES FOR THE MAINTENANCE AND REPAIR OF HAND TOOLS

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|-------|--|
| 8.2.1 | Determine if the tool can be safely used in its present condition or, if damaged, reconditioned/replaced |
| 8.2.2 | Demonstrate proper care and storage of tools |
| 8.2.3 | Repair a damaged tool to a safe working condition |

CONTENT STANDARD 9.0 : DESCRIBE THE RELATIONSHIP BETWEEN A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND PREPARATION OF STUDENTS FOR A CAREER IN AGRICULTURE

PERFORMANCE STANDARD 9.1 : ACTIVELY DEVELOP AND PARTICIPATE IN SUPERVISED AGRICULTURAL EXPERIENCE, WHICH ENABLES STUDENTS TO OBTAIN WORK-BASED SKILLS

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|-------|--|
| 9.1.1 | Identify and describe a career interest in agriculture or agriculture-related occupation |
| 9.1.2 | Participate in and manage their individual Supervised Agricultural Experience |
| 9.1.3 | Keep accurate records as prescribed by the Nevada State FFA policies and procedures |

CONTENT STANDARD 10.0 : PARTICIPATE IN LEADERSHIP TRAINING THROUGH MEMBERSHIP IN FFA
PERFORMANCE STANDARD 10.1 : RECOGNIZE THE TRAITS OF EFFECTIVE LEADERS AND PARTICIPATE IN LEADERSHIP TRAINING THROUGH INVOLVEMENT IN FFA

- | | |
|--------|--|
| 10.1.1 | Recognize opportunities in high-wage, high-skill careers in leadership and communications |
| 10.1.2 | Explain the FFA creed, motto, salute, and FFA Mission Statement |
| 10.1.3 | Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter program of activities |
| 10.1.4 | Demonstrate knowledge of the FFA Code of Ethics, official dress, and the proper use of the FFA jacket |
| 10.1.5 | Describe the meaning of the FFA colors |

PERFORMANCE STANDARD 10.2 : UNDERSTAND THE OPPORTUNITIES IN FFA

- | | |
|--------|--|
| 10.2.1 | Describe how FFA develops leadership skills, personal growth, and career success |
| 10.2.2 | Identify major state and national activities and awards available to FFA members |
| 10.2.3 | Participate in at least one Career Development Event at the local level |

PERFORMANCE STANDARD 10.3 : UNDERSTAND THE IMPORTANCE OF SCHOOL AND COMMUNITY AWARENESS

- | | |
|--------|--|
| 10.3.1 | Discuss the meaning and importance of community service |
| 10.3.2 | Identify and describe some community service organizations |
| 10.3.3 | Explain how FFA members can become involved in community improvement and development |

**CROSSWALK AND ALIGNMENTS OF
AG MET STRUCTURAL SYSTEMS STANDARDS
AND THE COMMON CORE STATE STANDARDS
AND THE NEVADA SCIENCE STANDARDS**

CROSSWALK

The crosswalk of the Ag MET Structural Systems Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Ag MET Structural Systems program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Ag MET Structural Systems Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Ag MET Structural Systems program support academic learning.

**CROSSWALK OF AG MET STRUCTURAL SYSTEMS STANDARDS
AND THE COMMON CORE STATE STANDARDS****CONTENT STANDARD 1.0: GENERAL SHOP SAFETY**

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.4	Science: Physical Science P.12.A.6 Students know chemical reactions either release or absorb energy.

CONTENT STANDARD 2.0: WELDING

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.2	<u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
2.1.4	<u>Science: Nature of Science</u> N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. <u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
2.2.2	<u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
2.2.4	<u>Science: Nature of Science</u> N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.

CONTENT STANDARD 3.0: ELECTRICITY

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.2	<p><u>Science: Physical Science</u> P.12.B.3 Students know the strength of the electric force between two objects increases with charge and decreases with distance.</p> <p><u>Science: Physical Science</u> P.12.C.1 Students know waves (i.e. sound, seismic, electromagnetic) have energy that can be transferred when the waves interact with matter.</p> <p><u>Science: Physical Science</u> P.12.C.2 Students know energy forms can be converted.</p> <p><u>Science: Physical Science</u> P.12.C.6 Students know electricity is transferred from generating sources for consumption and practical uses.</p>
3.1.3	<p><u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p><u>Math – Numbers – Quantities</u> N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p><u>Math- Algebra Creating Equations</u> A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</p> <p><u>Science: Physical Science</u> P.12.A.4 Students know atoms bond with one another by transferring or sharing electrons.</p>
3.1.4	<p><u>Science: Physical Science</u> P.12.C.2 Students know energy forms can be converted.</p>
3.2.1	<p><u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
3.2.2	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
3.2.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>

3.2.4	<u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
3.2.5	<u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
3.2.6	<u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
3.2.7	<u>Science: Nature of Science</u> N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.

CONTENT STANDARD 4.0: WATER MANAGEMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.1	<p><u>Science: Earth and Space Science</u> E.12.C.4 Students know processes of obtaining, using, and recycling of renewable and non-renewable resources.</p> <p><u>Science: Nature of Science</u> N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.</p>

CONTENT STANDARD 5.0: AGRICULTURAL CONSTRUCTION

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	<u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
5.1.2	<u>Science: Physical Science</u> P.12.A.3 Students know identifiable properties can be used to separate mixtures.
5.2.2	<u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. <u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. <u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
5.5.2	<u>Science: Physical Science</u> P.12.A.5 Students know chemical reactions can take place at different rates, depending on a variety of factors (i.e. temperature, concentration, surface area, and agitation).
5.6.2	<u>Science: Physical Science</u> P.12.A.5 Students know chemical reactions can take place at different rates, depending on a variety of factors (i.e. temperature, concentration, surface area, and agitation).

CONTENT STANDARD 6.0: SINGLE AND MULTIPLE CYLINDER ENGINES

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p>
6.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p><u>Science: Physical Science</u> P.12.A.5 Students know chemical reactions can take place at different rates, depending on a variety of factors (i.e. temperature, concentration, surface area, and agitation).</p>
6.2.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p><u>Science: Physical Science</u> P.12.C.2 Students know energy forms can be converted.</p>

CONTENT STANDARD 7.0: AGRICULTURAL MACHINERY

Performance Indicators	Common Core State Standards and Nevada Science Standards
7.1.1	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
7.1.2	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
7.1.3	<u>Science: Nature of Science</u> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigation.
7.1.6	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CONTENT STANDARD 8.0: HAND AND POWER TOOLS

Performance Indicators	Common Core State Standards and Nevada Science Standards
8.2.1	<u>Science: Nature of Science</u> N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.

CONTENT STANDARD 9.0: SUPERVISED AGRICULTURAL EXPERIENCE

Performance Indicators	Common Core State Standards and Nevada Science Standards
9.1.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>

**ALIGNMENT OF AG MET
STRUCTURAL SYSTEMS STANDARDS
AND THE COMMON CORE MATHEMATICAL PRACTICES**

Common Core Mathematical Practices	Agriculture Mechanical Engineering Technology Structural Systems Performance Indicators
1. Make sense of problems and persevere in solving them.	3.1.3; 5.1.3; 9.1.3
2. Reason abstractly and quantitatively.	3.1.3; 3.2.1; 5.1.3; 7.1.5; 9.1.3
3. Construct viable arguments and critique the reasoning of others.	3.2.1,
4. Model with mathematics.	5.1.3; 5.4.2; 7.1.5; 9.1.3
5. Use appropriate tools strategically.	2.1.2, 2.1.5, 2.2.2, 3.2.7 5.1.5; 5.3.2; 5.4.2; 5.5.2; 5.6.2; 9.1.3
6. Attend to precision.	2.1.3, 2.1.4, 2.1.5, 2.2.3, 2.2.5, 3.2.5, 3.2.6, 3.2.7, 5.1.3, 5.1.5; 5.2.3; 5.3.2; 5.6.2, 7.1.5; 9.1.3
7. Look for and make use of structure.	3.1.4; 3.2.5, 3.2.6; 5.2.3
8. Look for and express regularity in repeated reasoning.	9.1.3